



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in
all its fullness!'** John 10:10
**'Achieving great things through
learning and growing together in a
love-filled Christian family'**

Year 6 Autumn 1 2025-26 Curriculum Overview

English

Key Vocabulary

Appropriate tone, audience, purpose, expanded noun phrase, modal verbs, passive voice, parenthesis, relative clause, tense consistency, dialogue, colloquial language, chronological order, conjunctions, determiners, formal/informal register, ambiguity, emotive language.

Key Learning

The Nowhere Emporium by Ross MacKenzie

Setting description

Context: Describe the magical and mysterious setting of the Nowhere Emporium, focusing on one or more of its wonder-filled rooms (e.g., the Midnight Carnival, Room of Living Paintings).

Purpose: To inform and engage through vivid, imaginative description.

Grammar & Composition Focus:

- Expanded noun phrases (e.g., "the tall, shadowy corridor")

- Figurative language: similes, metaphors, personification
- Prepositional phrases for detail and spatial awareness
- Fronted adverbials
- Cohesive devices: pronouns, conjunctions, and adverbials
- Correct use of commas to clarify meaning
- Precise and rich vocabulary for sensory description

Alternative Chapter Ending (Narrative Writing)

Context: Write an alternative ending to a key chapter, such as when Daniel first enters the Emporium or the confrontation between Mr Silver and Vindictus Sharpe.

Purpose: To entertain, develop suspense, and demonstrate character and plot understanding.

Grammar & Composition Focus:

- Correctly punctuated dialogue with new lines for new speakers
- Use of relative clauses to add detail (e.g., *who held the key to the Emporium's secrets*)
- Past tense, including past perfect for clarity and sequencing
- Adverbials of time and place to develop pace and structure
- Parenthesis (brackets, commas, or dashes) to add commentary or additional information
- Sentence variety: simple, compound, and complex constructions
- Use of synonyms and antonyms to enhance vocabulary
- Paragraphing to indicate shifts in action, emotion or setting

Recount (Diary Entry from Daniel or Mr Silver)

Context: Write a diary entry from Daniel's perspective after discovering the Emporium for the first time, or from Mr Silver's point of

view reflecting on a past event.

Purpose: To recount and reflect, showing personal voice and emotional depth.

Grammar & Composition Focus:

- First person and past tense
- Use of emotive and evaluative language
- Chronological sequencing using time conjunctions and adverbials
- Informal language features and contractions
- Consistent tone and voice
- Modal verbs and adverbs to express possibility and uncertainty
- Use of ellipsis, exclamations, and rhetorical questions for voice

Reading Objectives:

- Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas from more than one paragraph
- Identify how language, structure and presentation contribute to meaning
- Retrieve, record and present information from non-fiction
- Distinguish between fact and opinion
- Explore the meaning of words in context
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books

Writing Objectives:

- Write for a range of purposes and audiences, selecting language that shows awareness of the reader
- Use a wide range of devices to build cohesion within and across paragraphs
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this consciously and precisely
- Use a range of punctuation correctly: commas, semi-colons, colons, dashes, hyphens, brackets
- Use passive verbs to affect the presentation of information
- Use modal verbs to suggest degrees of possibility
- Use formal and informal language appropriately
- Edit and improve writing independently, with increasing precision and control

Maths

Key Vocabulary

common factors, common multiples, divisibility, prime numbers, square numbers, cube numbers, inverse operations, expanded form, partition, digit, value, ascending, descending, greater than, less than, equal to, negative numbers, positive numbers, number line, interval, range, operations, addition, subtraction, multiplication, division, long division, short division, remainders, efficient method, formal written method, mental strategy, inverse, product, quotient, estimate, order of operations, BIDMAS, brackets, calculate, solve, reasoning, multi-step problems, problem-solving, strategy, justify, prove

Key Learning

Place Value

- Numbers to 1,000,000
- Numbers to 10,000,000
- Read and write numbers to 10,000,000
- Powers of 10
- Number line to 10,000,000
- Compare and order any integers

- Round any integer
- Negative numbers

Four Operations

- Add and subtract integers
- Common factors
- Common multiples
- Rules of divisibility
- Primes to 100
- Square and cube numbers
- Multiply a 4 digit number by a 2 digit number
- Solve problems with multiplication
- Short division
- Division using factors
- Long division
- Problems with division.
- Order of operations

Religious Education (RE)

Key Vocabulary

Journey, pilgrimage, rites of passage, Holy Land, faith, belief, commitment, discipleship, spiritual growth, worship, sacrifice, devotion, calling, mission, persecution, testimony, religious identity, sacred, Holy sites, purpose, transformation, repentance, obedience, guidance, reflection, conversion, discipline, spiritual journey, religious practice, Christian values, impact, tradition, hope, suffering

Key Learning

Life as a Journey and Pilgrimage

- Know that people undertake a pilgrimage as part of living out their faith.
- Know that the life journey of people in the Bible affects the behaviour, beliefs and life choices of Christians today.
- Know that being a Christian and following Jesus' teaching has an impact on a person's life.
- Know that the life journey of Jesus answers questions about what Christians believe.
- Know that Christians in many countries across the world are persecuted because of their faith.
- Be able to recognise similarities and differences between pilgrimages made by Christians and people of other faiths.
- Be able to describe the impact that following the teaching of Jesus has on people's lives.
- Be able to describe the features of living life as a Christian.

Science

Key Vocabulary

Symbol, circuit, electrical circuit, component, wires, battery, cell, voltage, current, ampere (amp), voltmeter, ammeter, resistor, variable resistor, switch (open/closed), conductor, insulator, bulb, motor, buzzer, series circuit, parallel circuit, circuit diagram, short circuit, output, input, energy source, electrons, resistance, electricity flow, charge, terminals, connections, function, predict, modify, test, observe, evidence

Key Learning

- **Identify and describe the parts of an electric circuit:**

Pupils will learn to name and describe the function of key components in an electrical circuit, including wires, cells (batteries), bulbs, switches, buzzers, and motors. They will recognise that each component plays a specific role in allowing electricity to flow or interrupt the flow. Pupils will use **standard scientific symbols** to represent each component accurately when drawing circuit diagrams.

- **Explore voltage and its effect on an electrical circuit:**

Pupils will develop an understanding that **voltage** is the potential difference provided by a cell or battery and that it determines how much energy is available to push the electrical current around the circuit. Through practical

investigations, they will observe how increasing or decreasing voltage (by adding or removing cells) affects the brightness of bulbs, the volume of buzzers, or the speed of motors.

- **Apply knowledge to identify and correct problems in a circuit:**

Pupils will use logical reasoning and their understanding of how circuits work to **troubleshoot faulty or incomplete circuits**. They will be able to spot and explain issues such as loose connections, incorrect component placement, open switches, or flat batteries, and offer appropriate solutions to restore functionality.

- **Investigate what affects the output of a circuit:**

Through experimentation, pupils will examine how different factors affect the **performance or output** of components in a circuit. This includes changing the number or arrangement of components (e.g. adding more bulbs), altering the voltage, or introducing resistors. Pupils will record and interpret data to draw conclusions about these variables.

- **Compare and give reasons for variations in how components function:**

Pupils will compare how the same components behave under different circuit conditions, and explain why changes occur. For example, they will be able to explain why a bulb in a series circuit becomes dimmer when more bulbs are added, or why a motor slows down if the power source weakens. This understanding will be supported by accurate use of scientific vocabulary and concepts such as energy transfer, resistance, and current.

- **Apply knowledge of conductors and insulators:**

Pupils will test and classify materials based on whether they **conduct electricity or act as insulators**. They will understand that conductors allow electricity to pass through (e.g., metals), while insulators (e.g., rubber, plastic) do not. Pupils will explore how this knowledge is used in real-life applications, such as wiring and safety in electrical devices.

History

Key Vocabulary

Causes of World War II: Treaty of Versailles, Reparations, Adolf Hitler, Nazi Party, Appeasement, League of Nations, Invasion, Dictatorship, Allies, Axis Powers.

Battle of Britain phases: Luftwaffe, Royal Air Force (RAF), Radar, Fighter planes, Operation Sea Lion, Blitzkrieg, Dogfight, Propaganda, Evacuation.

The Blitz (photographs): Air raid, Blackout, Anderson shelter, Morrison shelter, Bombing, Destruction, Rubble, Civilian, Morale, Evidence, Inference.

Evacuation (children's feelings): Evacuation, Evacuee, Billeting officer, Host family, Homesickness, Separation, Rationing, Identity label, Uncertainty, Resilience.

Sources (accuracy, reliability, usefulness): Primary source, Secondary source, Bias, Propaganda, Reliability, Perspective, Evidence, Interpretation, Corroboration, Context.

Impact on women & African-Caribbean migrants: War effort, Land Army, Munitions factories, Roles, Contribution, Discrimination, Migration, Empire, Commonwealth, Windrush generation, Legacy

Key Learning

Focus Question - What was the impact of World War II on the people of Britain?

- Identify the causes of World War 2.
- Identify the different phases in the Battle of Britain.
- Make deductions about the Blitz from photographs.
- Describe how children may have felt when evacuated.
- Evaluate the accuracy, reliability and usefulness of sources.
- Describe the impact WW2 had on women's and African-Caribbean migrant lives.

Art and Design

Key Vocabulary

Aesthetic, abstract, audience, chiaroscuro, composition, graffiti, symbolism, tag, imagery, interpretation, impact, symbol, symbolic, tone, texture, contrast, shading, perspective, foreground, background, medium, style, technique, palette, hue, saturation, balance, focal point, layering, brushstroke, expression, form, mood, narrative, conceptual, representational, visual language, critique, influence, motif, pattern, abstraction, realism, gesture

Key Learning

- Explore expressive drawing techniques.
- Consider how symbolism in art can convey meaning.
- Apply understanding of the drawing technique chiaroscuro.
- Evaluate the context and intention of street art.
- Apply an understanding of impact and effect to create a powerful image.

Physical Education (PE)

Key Vocabulary

Feint, dodge, dribble, obstruction, clearing, cross, tactics, attacking, defending, consistency, accuracy, control, passing, shooting, interception, marking, pivot, space, teamwork, strategy, positioning, balance, coordination, communication, movement, agility, footwork, ball control, competitive play, modified game, shoulder pass, catching, defending tactics, attacking tactics.

Key Learning

Hockey

- Passing a ball to a teammate using a hockey stick.
- Demonstrate dribbling and passing a ball using a hockey stick.
- Demonstrate shooting a ball at a goal.
- Select tactics when playing a hockey type game.
- Demonstrate dribbling and shooting a ball using a hockey stick.
- Apply simple attacking and defending tactics when playing a hockey type game.
- To play a role in a competitive modified game.

Netball

- Demonstrate passing and catching a netball with consistency, accuracy and control.
- Demonstrate a shoulder pass.
- Apply simple tactics with and without the ball when playing a netball type game.
- To apply simple attacking and defending tactic

Personal, Social and Health Education (PSHE)

Key Vocabulary

assertiveness, appropriate, sensitive, collaboration, respectful, response, appropriate, culture, inappropriate, religion, bullied, compromise, illegal, active, forced marriage, negotiation, community, bystanders, passive, civil partnership

Key Learning

Me and my relationships

In this unit, pupils will develop a deeper understanding of the nature of healthy and respectful relationships, both in person and online. They will explore the importance of empathy, assertiveness, and recognising different forms of behaviour in social situations, including bullying and unwanted physical contact. Pupils will learn how to respond

appropriately to challenging social situations and understand the value of compromise in resolving conflicts.

Unit lessons:

- Working together
- Let's negotiate (OPTIONAL)
- Solve the friendship problem
- Dan's day (OPTIONAL)
- Behave yourself
- Assertiveness skills
- Don't force me
- Acting appropriately

Computing

Key Vocabulary

Remix, sampling, royalties, genre, copyright, songwriting, original, vocal stem, beatboxing, composition, arrangement, producer, track, loop, layering, mixing, audio editing, digital audio workstation (DAW), tempo, pitch, effects, fade, crossfade, copyright infringement, license, intellectual property, creative commons, remix culture, sound source, beat, rhythm, melody, harmony, audio track, export, collaboration, workflow.

Key Learning

iMedia - iJam L4 - iRemix

Combining pupils' compositional and app-based skills from Levels 1, 2, and 3, the pupils will now progress to using more advanced functions within music technology software to explore sampling and remixing. Through a series of guided tasks and creative exploration, groups will investigate three distinct types of remixing (e.g., structural remix, stylistic remix, and mashup),

and develop a clear understanding of the differences between sampling and remixing. They will also consider the legal and ethical implications of using copyrighted material, including an introduction to concepts such as fair use, copyright clearance, and Creative Commons licensing. Pupils will apply this knowledge to create their own short remixes or sample-based compositions, demonstrating both technical proficiency and creative intent, while adhering to appropriate legal guidelines. This unit encourages collaboration, critical listening and reflective evaluation as pupils refine their pieces and present them to an audience.

Music

Key Vocabulary

Beat, melody, harmony, chord, tempo, dynamics, expression, major, minor, composition, call and response

Key Learning

Class Jam L2

Pupils will be able to follow videos and play in time to a backing track on their instruments. They will be able to alter their playing on the instruments to convey different emotions and feelings whilst understanding what is appropriate for the music. Pupils will be able to perform together as an ensemble whilst staying in time with each other, as well as feel confident swapping between multiple melodic and percussive instruments.

French

Key Vocabulary

Bonjour-Hello, Salut-Bye, Hi, Hello, Au revoir tout le monde-Goodbye everyone, Ma famille-My family, Ma mère-My mother, Mon père-My father, Ma sœur-My sister, Mon frère-My brother, Mes grands-parents-My grandparents, Mon grand-père-My grandfather, Ma grand-mère-My grandmother, Mon oncle-My uncle, Ma tante-My aunt, Ma cousine/mon cousin-My cousin

Avoir-To have, Nous avons-We have, Ils/elles ont-They have, Vous avez-You have

Key Learning

In this unit, pupils will consolidate and expand their knowledge of French vocabulary related to family members. They will revise previously learned terms such as *mère, père, frère, sœur*, and extend their vocabulary to include wider family terms such as *tante, oncle, cousin(e), grand-mère, and grand-père*. Pupils will develop grammatical accuracy by focusing on correctly using gendered articles (*le/la* for "the", *mon/ma* for "my") and applying these appropriately depending on the gender and number of the noun. Pupils will also be introduced to possessive adjectives (*mon, ma, mes*) and begin to use them in written and spoken sentences. Pupils will apply their learning by constructing a family tree (*arbre généalogique*) and producing simple descriptive sentences about family members. This will include practising how to ask and answer questions about siblings, such as *As-tu des frères ou des sœurs ? / Oui, j'ai un frère et une sœur*. To enrich oral fluency, pupils will participate in dialogues and pair work, and they will also learn new adjectives for physical appearance (e.g. *grand(e), petit(e), vieux/vieille, jeune, les cheveux longs/courts, les yeux bleus/verts*) and explore how to place and agree adjectives correctly with nouns in gender and number.

Reminders and Homework

Homework in Year 6 will consist of reading at least three times per week at home, learning spellings and engaging with an LBQ task weekly to consolidate learning from that week in school. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to. In KS2, the children can sign books themselves, but we would appreciate parents overseeing this.

If the children are unable to complete homework at home, we will make time for the children in school so that they don't miss out.

Reading books can be changed when the children have completed their books. Reading books are checked daily so it is important that the children are organised and remember to pack their books each day. This will be good preparation for their

transition to secondary school.

Spellings will be set on a Friday and they will be tested the following Friday. These can be revised by completing the spelling book at home, alongside the input in class to ensure understanding of spelling patterns etc. **Please note that the children have been given a handwriting book to practise their spellings in as we are having a big push on the children's presentation.**

Our PE days for this half term will be on a Monday and Thursday.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.

Thanks

Mr Bloomfield